

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Settlers Point Elementary School

Gilbert Unified District
423 E. Settlers Point, Gilbert, AZ 85296-3437

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Ron Izzett

Schedule: 7:45 AM to 4:00 PM

Web Address: settlers-es.gilbert.k12.az.us/

E-mail: Unpublished or Unavailable

Grades: K-6

2002 Enrollment: 890

Phone: (480) 507-1481

Fax: (480) 507-1550

▼ School Overview ▼

Mission

Settler's Point Elementary School is committed to providing high quality educational opportunities for all students in an effort to have them become productive members of a changing society. The school climate supports the intellectual, social, emotional and moral growth of each individual student.

Organization and Philosophy

- w Traditional
- w Inclusive
- w Self-contained Classrooms
- w Collaborative

School/Academic Goals

- w Improve student scores on the Stanford 9 across all grade levels in the areas of reading, math and language (measured grade level forward).
- w Complete the requirements necessary to achieve Model School status in the Accelerated Reader/Reading Renaissance Program.
- w Continue to work to provide a safe and respectful school climate that supports and enhances student growth and achievement.
- w Continue to work to improve articulation, communication and transitions between the feeder schools.

Instructional Programs

- w On-site Special Education
- w Accelerated Learning Program
- w ELL Instruction
- w All-day Kindergarten (Optional)
- w Integrated Kindergarten

Enrollment

October 1, 2001 School Year Student Enrollment:	902
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	67

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 7 Parent(s)
 1 Community Member(s)
 1 Student(s)

Council Duties

w School-Community Relations
 w School Safety Issues
 w Extracurricular Activities
 w Liaison to PTSO
 w Planning Special Events
 w School Information Network

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	2.50	Teacher Aide	14.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	11	11	0	0
7 to 9 years	4	8	0	0
10 or more years	2	6	0	0

▽ Shared Responsibilities ▽

School

Settler's Point Elementary is committed to creating an environment that contributes to a sense of belonging by honoring cultural diversity and treating all who come in contact with the school with dignity and respect. We also place a strong emphasis on school safety and providing all students with a comprehensive educational program committed to excellence.

Parents

Parents are responsible for ensuring that their children arrive on time to school, in appropriate attire, well-rested, maintaining a healthy mind and body, homework completed--eager to learn. Settler's Point Elementary encourages parent participation and hosts special curriculum events for parent information. By being involved and knowledgeable, parents can support academic and artistic endeavors.

▽ Transportation Policy ▽

Settler's Point Elementary serves an attendance area which is approximately two square miles in size. Five crossing guards assist students at three different locations before and after school. Four buses serve students who live across a major street or who live outside a one-mile range. Additional buses are provided for special needs students and A.M./P.M. Kindergarten classes.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 30 min.	Last Day of School:	5/22/03
Operates on Traditional Schedule			

Report Card Release Dates

10/16/02	12/20/02	5/14/03	5/22/03
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Additional Calendar/Report Card Information

Many teachers provide weekly progress reports to parents. School events are publicized through classroom newsletters and a monthly school newsletter.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab/Networked Classrooms	W Multipurpose Room
W Media Center	W Music/Orchestra/Band Rooms

Extracurricular Activities

W Student Council	W DARE
W Book Club	W Recycling Club
W Oceanography Club	W Chess Club
W Fun Runs	

School/Community Resources

W Before/After School Programs/VIK Program	W Breakfast/Lunch Programs
W Counseling Services	W PTSO
W Art Masterpiece	W Health Services
W School Social Worker	W Dads' Club

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w Made progress toward improving student performance on the SAT 9 tests.</p>

<p>w Continued to provide a school climate where all students are treated with dignity and respect.</p> | <p>w As part of the Accelerated Reader/Reading Renaissance Program, ten teachers attained Model Classroom status. Of those ten, seven went on to become Master Classrooms.</p>

<p>w Through the fundraising efforts of the PTSO and Dad's Club, over 600 books have been added to the library and library circulation has increased by 25%.</p> |
|--|--|

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	8.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	5.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Gilbert Com. Excellence Ed Award - Instructional Asst.	2001
Gilbert Days Parade Float Winner - 1st Place	2000
TV3 Silver Apple Award Recipient - Teacher	2001
Gilbert Com. Excellence Ed Award - Teacher	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	103	531	1%	10%	62%	27%
	State	58840	524	9%	17%	45%	29%
Writing	School	106	561	3%	11%	62%	24%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	107	534	1%	21%	40%	38%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	114	512	11%	17%	52%	20%
	State	61305	505	21%	20%	43%	15%
Writing	School	111	523	5%	18%	65%	13%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	115	490	9%	50%	19%	23%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	95	71	60	--	--	--
2	Reading	--	--	--	--	--	50	100	65	52	88	69	53	82	70	57
	Language	--	--	--	--	--	40	100	56	43	88	71	44	85	64	48
	Mathematics	--	--	--	--	--	51	100	73	55	89	83	57	83	79	61
3	Reading	--	--	47	--	--	47	100	58	48	92	66	50	79	63	50
	Language	--	--	49	--	--	51	100	67	54	94	74	56	79	71	57
	Mathematics	--	--	46	--	--	49	100	58	52	94	63	54	78	69	56
4	Reading	--	--	53	--	--	54	95	51	54	88	75	55	87	76	55
	Language	--	--	47	--	--	49	93	48	48	86	71	50	87	70	50
	Mathematics	--	--	51	--	--	54	99	52	55	88	77	57	89	76	58
5	Reading	--	--	51	--	--	51	99	59	51	91	62	51	88	69	53
	Language	--	--	42	--	--	44	99	59	45	89	56	45	84	64	47
	Mathematics	--	--	51	--	--	54	98	65	55	91	63	57	87	72	59
6	Reading	--	--	53	--	--	54	89	71	53	83	70	54	82	63	56
	Language	--	--	41	--	--	44	90	69	44	81	63	45	80	57	47
	Mathematics	--	--	57	--	--	59	91	81	60	86	79	63	84	74	65

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	53	43
Grades 3-4	86	96
Grades 4-5	64	66
Grades 5-6	69	90
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Settler's Point Elementary understands the importance of, and is committed to, providing a safe school environment that promotes and enhances learning. It is not enough that the school be safe; it is imperative that students feel safe and that parents have confidence in the precautionary measures in place. The PTSO has a Parent Committee that deals exclusively with safety issues. School administration works with school district administration, police and fire departments to coordinate safety.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,075	\$1,778,471
Classroom Supplies	\$18	\$15,077
Administration	\$257	\$220,485
Support Services-Students	\$100	\$85,374
Other Support Services and Operations	\$591	\$506,682
Total Expenditures- All Categories 2000-2001	\$3,040	\$2,606,089

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Ron Izzett	(480) 507-1481	
Transportation Policy	Jay Morris	(480) 497-3311	
Community Resources	Eden Meihls	(480) 507-1481	
School Nutrition Programs	Laurie Gentile	(480) 507-1481	
Parent Organization	L. Deppert/T. Drews	(480) 507-1481	
Student Health/Nurse	Carol West	(480) 507-1481	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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